

**A Place to Flourish**  
***“I have come that they may have life, and have it to the full” (John 10:10)***



# **Spiritual Development Policy**

<b>Date of review/adoption</b>	Autumn 2022
<b>Date of next review</b>	Autumn 2024
<b>Notes</b>	

Signed .....*C. Robertson*.....Chair of Governors

Date .....12.12.22.....

*\*Electronically signed and approved at Full Governing Board meeting held on  
12.12.22*

# BLUNDESTON CEVC PRIMARY SCHOOL

## SPIRITUAL DEVELOPMENT POLICY

### 1. Legal framework: links to OFSTED and SIAMS

The OFSTED School Inspection Handbook, July 2022, paragraphs 299 – 300 states:

*Inspectors will evaluate the effectiveness of the school's provision for pupils' spiritual, moral, social and cultural education. This is a broad concept that can be seen across the school's activities, but draws together many of the areas covered by the personal development judgement.*

*Provision for the spiritual development of pupils includes developing their:*

- *ability to be reflective about their own beliefs (religious or otherwise) and perspective on life*
- *knowledge of, and respect for, different people's faiths, feelings and values*
- *sense of enjoyment and fascination in learning about themselves, others and the world around them*
- *use of imagination and creativity in their learning*
- *willingness to reflect on their experiences.*

SIAMS: An Evaluation Schedule for Schools and Inspectors 2018 (updated September 2022), includes the question:

- *How well does the school support all pupils in their spiritual development enabling all pupils to flourish? (Strand 2: Wisdom, Knowledge and Skills)*

### 2. Spirituality at our school

To talk about spirituality is, essentially, to talk about something which is beyond words and is, therefore, very difficult to define. We have developed this policy in order to make conversations about spirituality more accessible to every member of our school community.

The language of spirituality begins from a Christian understanding that everyone is a valued creation, individually and uniquely made by God, like pots made by a potter (Isaiah 64:8). Yet in life, things happen that impact on the physical 'pot' of life and create cracks that provide a glimpse of something 'beyond' the tangible. Christians would view this as an opportunity to relate to God.

Cracks may be caused when something so good, beautiful, inspiring or breath-taking happens that the pot expands – the '**wows**' of life.

Cracks in the pot may happen when something challenging or requiring perseverance happens and threatens the comfort of everyday – the '**ows**' of life.

The pot can also expand or crack in the stillness and ordinariness of everyday. These are the '**nows**' of life, when an incidental or spontaneous moment of stillness,

reflection, being in the moment, a pause or prayer creates a natural break in the normal, physical everyday.

In these special moments, there is an opportunity for spiritual growth and development. Using this metaphor, the **wows**, **ows** and **nows** of life offer the possibility to fill the cracks and make the metaphorical pot (life) even more beautiful.

### 3. Our Christian vision

Our vision is for our school to be "**A Place to Flourish**", so that we can transform the lives of those within our school community. This is based on **John 10:10** when Jesus said "***I have come that they may have life, and have it to the full***". This is what we want for everyone in our school community: to reach their potential, as God intended.

Spiritual development is a fundamental part of our vision as, during their time at our school, we want our children and staff to **flourish** spiritually.

Our vision is a driver for spiritual development in our school as we understand the importance of offering our children the invitation to relate to God, as well as providing them with the opportunity to explore relationships with:

- themselves
- others
- the wider natural world and beyond.

We believe that, in doing so, our children will continue to individually **flourish** and grow spiritually. This means they have the opportunity to develop an understanding of themselves, others, their place in the wider world and beyond, and are given the opportunity to relate to God.

### 4. Organisation

The spiritual growth of our pupils is not only dependent on learning in RE. Opportunities for enhancing the spiritual wellbeing of our children is developed in a range of ways across school life.

We support the whole school community to share this responsibility and to develop the shared language of spirituality. Opportunities are available for all to develop spiritually in our supportive and nurturing school, inspired by our vision, and lived out through our Christian values.

Our physical environment supports opportunities for spiritual growth and reflection for our school community. This includes special areas such as our "Garden of Spirituality" as well as our wonderful outdoor spaces, which allow our children to connect with nature and God's creation.

We have created reflection areas in our classrooms and also ensure our hall space is prepared for collective worship to create a space that is conducive to reflection and spiritual development.

## 5. Spirituality in collective worship

Collective worship is the beating heart of our school. It provides the opportunity for our school community to share experiences, ideas and understanding. It is the context in which the language of spirituality is shared.

Collective worship provides the opportunity for children to become aware of the importance of reflection and how positive and negative experiences can be formative. It also provides a real sense of being present (**'now'** moments) which are often linked to invitations to pray.

Through daily collective worship, pupils are offered a space and a place for hearing the Christian story. They are offered an understanding of worship by being invited to participate in, or observe, Christian spiritual practices such as prayer, reading and reflection on the Bible, liturgy and different musical traditions.

Opportunities to reflect on the **'wows'** of life, such as beauty and joy, are given, as well as time to reflect and empathise with the **'ow'** moments of disappointment or suffering.

Children are given time to consider their responsibilities to others and to grow in love and service.

Time is given for celebration, both for the achievements of our school community, and to mark seasonal Christian festivals and celebrations in the calendars of other faiths. In this way, children are offered time to be able to contemplate and develop spiritually. At our school, collective worship is invitational, inspirational and inclusive.

## 6. Spirituality in Religious Education

The Church of England's Statement of Entitlement outlines the aims and expectations for Religious Education in Church of England Schools and guides our school's approach to RE and spirituality.

Learning in RE provides for the needs of all pupils, offering a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging.

Our RE curriculum develops our children's knowledge of world faiths and world views, and deepens their understanding and awareness of the traditions, values and beliefs of other cultures, both in the UK and around the world.

Our RE lessons encourage the children to ask questions about the world around them, give them the confidence to talk about the ideas they already have and inspire the curiosity to explore the new ideas presented in each unit.

We want our children to use what they learn in RE to help them make sense of the world, to develop and reflect upon their own beliefs, morals and values, allowing them to find their place in the world and **flourish**. We want them to have the skills to become tolerant, thoughtful and respectful members of society.

Our enquiry-based curriculum in RE starts with questions our children can link to their own lives, such as 'Why is belonging to God and the church family important to Christians?' in Year 1, moving to more complex and abstract questions like 'Should believing in the resurrection change how Christians view life and death?' in Year 6.

Along the way, they explore increasingly challenging and thought-provoking ideas, building a religious vocabulary and understanding that allows them to make sense of the different religions and world views they study and link them to their own beliefs.

Our programme of visits across Key Stages 1 and 2 gives our children the opportunity to experience spirituality in different special places of worship. This programme begins with our church in Blundeston and widens as they move through the school, finishing with an opportunity to visit the Anglican Shrine in Walsingham.

## **7. Spirituality within our curriculum**

Our Christian vision is a driver for the curriculum design in our school, as we want to support our children to **flourish** and shine in a range of ways, and across different subjects.

### **English**

Our English curriculum enables our children to develop an awareness of themselves, others and something greater (e.g. 'I'm absolutely too small for school' in Reception).

Through our choices of books and texts, we provide our pupils with the opportunities to develop compassion and consideration of others, whilst promoting individual aspirations through engaging and inspiring lessons (**wows**).

Our chosen texts also enable our pupils to develop an understanding of emotions and life's challenges through the written word (**ows**).

Our curriculum reflects on past eras (e.g. Voices of History in Year 3, In Flanders Fields in Year 5) and different cultures (e.g. African tales in Year 1, Aboriginal tales in Year 2, Coming to England in Year 5). This provides our children with the wonder of visiting other worlds through our book choices and class discussions, whilst providing opportunities to express themselves through our writing curriculum.

Our book and reading choices create awe and wonder through literature and teach our children the meaning of perseverance through their writing and reading. The completion of written or reading tasks gives our pupils a sense of achievement, creating confident learners by encouraging them to take risks in order to **flourish**.

### **Maths**

Our maths curriculum encourages children to delve deeper into their understanding by asking reasoning questions and looking for explanations: understanding the why and how.

Problem-solving is at the heart of our curriculum: giving the children the opportunity to apply their skills, seek answers to problems and explore their spiritual capacity through resilience when faced with mathematical challenges. Fluency is also

encouraged as a way for pupils to work in a flexible manner and form links between their knowledge, the wider curriculum and world.

Our maths curriculum promotes enjoyment, fascination and opportunities for reflection through planned sequences of work, allowing all pupils to have mathematical experiences, time to apply, explore and reflect as well as **flourish** (wows).

Our curriculum is designed so that pupils' mathematical experiences and understanding impacts on their everyday work and helps to shape their future lives. For example, the skills of analysing data (asking and answering questions as well as looking for patterns and anomalies) are taught through statistics and other areas of the curriculum such as science and D&T, to enable pupils to make sense of the vast amounts of data available in the modern world around them.

The wonder of sequences is explored through number by looking at rules, square and cube numbers as well as the Fibonacci sequence (wows).

The beauty of patterns is explored within shape work, ranging from looking at reflections within the natural world (e.g. butterflies, tiger stripes etc.) to tessellations, reflection, rotation and translation (wows).

Position and direction are promoted through the wider world and links are made to geography and fieldwork when using the points of a compass and coordinate grids.

Our maths curriculum promotes resilience and supports children to develop their problem-solving, reasoning and fluency skills, persevering when dealing with difficult and challenging concepts and problems (ows).

### **Science**

Our science curriculum focuses on the asking and answering of questions about life and the world around us (working scientifically). Our children learn to answer increasingly challenging questions as they move through the school.

For example, children start learning about the simple wonders of the natural world in KS1 (how a seed grows into a tree). They then learn about humans and their place in the natural world in lower KS2 and, in upper KS2, they learn about our world as part of the bigger universe. Our curriculum includes planned "magic moments" – e.g. the wonder of growing sunflowers in KS1 and the wonder of the first time a light bulb lights up in KS2 (wows).

Our science curriculum develops meaningful thinking through our enquiry-based approach. It encourages children to ask challenging questions with often conflicting answers. In KS2, children are encouraged to explore the meaning behind their findings and compare these to famous research or discoveries and explore how these have impacted our past, present and future in the world.

Often their findings can conflict with their beliefs. For example, when studying evolution and inheritance, it urges the children to explore wider theories and beliefs. In KS1, children are encouraged to understand their part within our world and how their perceptions can often differ from what they believed (ows).

## **History**

We are passionate about the teaching of history through an enquiry-based approach. During their time at our school, our young historians become increasingly independent in their learning. They develop the skills required to infer, ask their own questions and, increasingly through self-led discovery, solve the mysteries of how and why events happened in the past (wows).

Carefully selected sources and artefacts, as well as a wealth of visits in the locality, give our pupils a real sense of wonder about the past and allows them to personally connect with, and give meaning to, the events that have shaped the history of our country and the wider world (wows).

Injustice is something our children may experience every day, through their experiences and interactions with their peers, and fairness is absolutely something our children care deeply about. Through their immersion in stories from the past, our children are shown models of good and responsible behaviour and are also taught to reflect upon, and learn from, the mistakes of the past. The more our children learn about the past, the better prepared they are for the future because, by remembering the past, they come to realise that we are all responsible for building a legacy for the generations that follow us (ows).

## **Geography**

Our geography curriculum introduces children to the 'wow' of physical geography through the use of Digimaps.

Our curriculum equips the children with the ability and confidence to ask increasingly complex and meaningful questions about the world and their place in it. We inspire children to think about the world as a community and their role within it, as a global citizen.

Children's spirituality is nurtured as they learn about the wonders of our planet and how they can have a positive impact. Our field trips and visits create new and exciting experiences and opportunities to ignite moments of wonder, e.g. Time and Tide Museum, Sainsbury Centre, Norwich Cathedral (wows).

Our children also develop an understanding of challenging concepts, including issues around trade, the destruction of rainforests, climate change and water poverty. We encourage and support our children to act and take responsibility for their own actions in a challenging world.

Pupils have age-appropriate opportunities to begin exploring 'big questions' about suffering, inequality and injustice, as well as discussing concepts and issues linked to disadvantage and exploitation of the natural world (ows).

## **Music & Art**

Our curriculum enables children to experience the joy of music and art. Children's appreciation of music and art develops during their time at Blundeston as they learn to talk in depth about how music and art affects them. The curriculum encourages children to wonder and gives opportunities for them to **flourish** creatively.

Our children learn about the 'wows' and 'ows' of the lives of the artists and musicians they learn about.

### **D&T**

Our D&T curriculum supports children to experience the joy and challenges (the 'wows' and 'ows') of problem-solving, designing and constructing. They have to think beyond their immediate selves and think 'bigger' as they encounter a range of structures, mechanisms and designs.

A fundamental part of this subject is the children evaluating their own, and others', work. This involves them considering what worked well (wows) and what could have gone better and why (ows).

### **PE**

Our PE curriculum enables our children to experience the delight of movement, connectedness and creativity (wows).

It develops an awareness of our children's own strengths (wows) and limitations (ows).

Our curriculum enables our children to experience collaboration and the positives and challenges of working with others.

### **Life Skills (RSHE/PSHE)**

Our Life Skills curriculum has a strong focus on relationships and supports our children in managing these well, including the resolution of conflict (ows), as well as forgiveness and reconciliation.

Children are supported to approach challenging or sensitive aspects with respect and maturity.

They are given the space and opportunity to understand, respect and celebrate difference and diversity (wows).

Our Life Skills curriculum supports our children to **flourish** by cherishing themselves and others, as well as supporting them to have healthy relationships, through the 6 distinct areas, including Being my Best, Me and My Relationships, Keeping Myself Safe and Rights and Responsibilities.

### **Visits**

Our educational visits programme underpins our vision, the curriculum and our pupils' spiritual development. Visits bring to life the 'wows', 'ows' and 'nows' for our children.

For example, a visit to the Sainsbury Centre gives children the opportunity to be present in themselves and in the moment (nows), inspired by the beauty of geometric art (wows), whilst also learning about the struggles of Native Americans, through art (ows).

Similarly, visits to Norwich Cathedral enable children to experience the stillness (**nows**), magnitude and beauty of the building (**wows**), as well as using its features to learn more about Bible stories and some of the suffering depicted in the stained-glass windows (**ows**).

Visits are carefully chosen to celebrate our local area, providing pupils with the opportunity to enjoy the world that is within their reach and accessible to them and their families.

Our Year 6 children take part in an overnight residential trip each year. This is the culmination of our visits programme and our children's spiritual development. During this time, they are present within themselves, explore their own strengths, develop their negotiation, conflict-resolution and collaborative skills, manage a range of emotions, develop resilience and independence, and celebrate their individual and group successes.

## **8. Spirituality within the daily life of the school**

We view spiritual growth as becoming more and more aware of one's natural, innate spirituality. These opportunities happen throughout each and every day as children deal with delight, disappointment and the chance to be present with themselves. We support our children to deal with the '**ows**' of life through our restorative behaviour policy and the opportunity to reflect individually or collectively through discussion or the use of reflection sheets, supported by the adults in school.

Our children are given the opportunity to express their thoughts and feelings individually and collaboratively through their class and individual reflection books. They are also invited to share their prayers on our reflection tree and in collective worship.

## **9. Monitoring**

The governing board will review this policy bi-annually.

Governors will ensure that this policy is fully implemented and that practice is consistent with the school's Christian vision.

## **10. Links to other documents**

This policy should be read in conjunction with our Religious Education (RE) Policy, Collective Worship Policy and the Church of England's Statement of Entitlement for Religious Education in Church of England Schools.